

# Ballina River Street Children’s Centre

## Supervision Policy

Supervision is defined as ‘the active awareness of the responsibility to act in the best interest of all involved in the service to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children’s learning and development.’

### National Quality Standard (NQS)

Quality Area 2: Children’s Health and Safety		
2.2	<b>Safety</b>	Each child is protected
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	<b>Incident and emergency management</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

### Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

### PURPOSE

Teachers/Educators have a duty of care to ensure children are supervised at all times, as they maintain a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children.

Teachers/Educators will actively supervise children, identifying risks and minimising injury. Effective supervision of children provides with Teachers/Educators with the opportunity to support and build on children’s play experiences.

### SCOPE

This policy applies to children, families, teachers/educators, staff, management and visitors of the service.

## IMPLEMENTATION

### Management will ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- That the age and supervision requirements for Teachers/Educators are maintained at all times.
- Regulatory Authorities are notified of any serious incident, within 24hours of the incident or the time that the person becomes aware of the incident.
- Educators under eighteen years of age may work at a Centre-based Service provided they are adequately supervised by an educator over the age of 18 at all times and are not left alone.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.
- The service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the service.

Age Group	Educator to Child Ratio
For children from Birth to 24 months of age	1:4
For children aged 24 months and less than 36 months of age	1:5
For children aged 36 months of age or over	1:10

The above table contains educator to child ratio requirements for Centre based services in NSW

### Management and/or the Nominated Supervisor will:

- Ensure that all Teachers/Educators are aware of the children and their environment.
- Ensure teachers/Educators avoid activities or actions that will distract them from supervision, such as speaking to other teachers/Educators for long periods of time, taking personal phone calls, checking mobile phone or administrative tasks.
- Ensure Teachers/Educators are aware if they need to move away, another Teacher/Educator is to replace them.
- Teachers/Educators are positioned allowing them to watch the maximum area possible.
- Ensure Teachers/Educators move around the environment to ensure best view of the area and to avoid standing with their back to the children or talking with other Teachers/Educators.
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service(BRSCC) and on excursions.

- Develop, maintain and regularly review a supervision strategies for both the indoor and outdoor areas, which will support Teachers/Educators to position themselves effectively to allow them to observe the maximum area possible.
- Assess and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.
- It is best practice that no teacher/educator,staff member is left alone with a child to support child protection.
- Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service(BRSCC). Also, details of the incident/situation is recorded on the Incident, Injury, Trauma and Illness Record
- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority will be notified within 24 hours.

#### **Teachers/Educators will:**

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Collaborate a supervision strategy for both the indoor and outdoor environment, assisting teachers/educators to position themselves effectively in order to effectively supervise children's play.
- Inform new and relief teachers/educators about supervision arrangements, outlining their supervision responsibilities.
- Regularly evaluate the efficiency of the supervision.
- Certify that at least two educators are within vision when working with children and when supporting children with toileting/hygiene routines.
- Arrange the education and care environment to maximise the ability of teachers/educators to supervise all areas accessible to children. Precise emphasis will be on gates, the fence line and doors during arrival and departure times.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of teachers/educators at all times.
- That no child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest time in accordance with the Sleep and Rest Time Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Certify that interactions with children are meaningful and respectful.
- Encourage children's individuality whilst respecting their strengths and needs.
- Scan the environment during interacting with individuals or small groups.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Scan and look around the area to observe all the children in the vicinity.
- There is a mixture of activities to allow for appropriate supervision.

**Consideration will be given to the design and arrangement of children’s environments to support active supervision by:**

- Using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults.
- Guiding Teachers/Educators to make decisions about when children’s play needs to be interrupted and redirected.
- Supporting Teachers/Educators with specific strategies.
- Providing consistent supervision strategies when the service(BRSCC) requires relief Teachers/Educators.
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased.

**Source**

- Australian Children’s Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Australian Children’s Education & Care Quality Authority. (2013).
- Guide to the National Quality Standard.
- Frith, John Dr & Kambouris, Nita & O’Grady, Onagh & University of New South Wales. School of Public Health and Community Medicine (2003). Health & safety in children’s centres : model policies & practices (2nd ed). School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Early Childhood Association (NSW Branch), and the NSW Children’s Services Health and Safety Committee, [Sydney]
- Tansey, Sonja. (2005, September 2005). Supervision in Children’s Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.
- Revised National Quality Standards
- Childcare Centre Desktop Policies – [www.childcarecentredesktop.com.au](http://www.childcarecentredesktop.com.au)
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**Review**

Policy Reviewed	Modifications	Next Review Date
January, 2018	Changes made to policy format and updated to meet the National Law and/or National Regulations in respect of a serious incidents and notification purposes. Updated the references to comply with the revised National Quality Standard	April 2018